

TIER

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Culturally and Linguistically Responsive Practices

Essentials



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Your Personal Identity

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Partner Share

How might exploring the cultural backgrounds of your students, as well as your own, increase the quality of your instruction and promote students' opportunities to learn in your classroom?

Your Ideas

Your Partner's Ideas

T·I·E·R

Getting to Know CLD Students

How do educators at your school gather information about culturally and/or linguistically diverse (CLD) students?

Cultural and Linguistic Identities

- Students differ in their cultures and lived experiences.
- English learners (ELs) represent many different cultures and languages. Even students with the same primary language can have different cultures and lived experiences.

How do we gather information about students' cultural and linguistic identities?

Cultural and Linguistic Assets

- Students have funds of knowledge from their cultural communities that they can use to make important connections to academic content.
- Students' primary languages are assets in learning a second language and comprehending academic texts.

How do I get to know my students' cultural, linguistic, and academic strengths?

What are my students' interests, extracurricular activities, and family make-up?

Educational Backgrounds

- Students, specifically ELs, can differ in their educational backgrounds. They may have had different opportunities to develop literacy or access formal schooling.
- ELs are often served by different language programs (e.g., transitional bilingual, dual-language immersion, English as a second language) at different points in their academic trajectories.

How do I find out what educational opportunities my students have had prior to my class (e.g., prior schooling, literacy instruction, type of language programs)?

T·I·E·R

Current Practices and Next Steps

Educators know their students well and establish strong relationships with them and their families.

Things you already do:

- 1.
- 2.

Next steps:

- 1.
- 2.

Educators have high expectations of all students, providing them with needed supports to reach their potential.

Things you already do:

- 1.
- 2.

Next steps:

- 1.
- 2.

Educators use linguistic scaffolds to ensure access to rigorous curricula and instruction.

Things you already do:

- 1.
- 2.

Next steps:

- 1.
- 2.

Curricula and instruction validate language practices and funds of knowledge from students' homes and communities.

Things you already do:

- 1.
- 2.

Next steps:

- 1.
- 2.

Students' culture and lived experiences are represented in the curriculum.

Things you already do:

- 1.
- 2.

Next steps:

- 1.
- 2.

Vignettes

Vignette 1

The third-graders in Mrs. Arbenz's class are in their third week of the thematic unit "Birds Around the World." Some of her students struggle with decoding and comprehending the district-required basal readers, so she has included activities, nature books, and magazines to support the students' motivation and literacy skills. Students have participated in activities including bird watching, examining bird feathers, and making bird feeders. Mrs. Arbenz teaches using several literacy strategies: identifying new vocabulary and key words, activating prior knowledge, questioning, and summarizing.

In today's lesson on graphic organization, Mrs. Arbenz stands at the front of the room and holds up index cards with bird names and pictures of habitats that represent the different categories of birds (e.g., wetlands, arctic, desert). William and Maki sit in the back row and cannot see the pictures, but they try to follow along based on what is being said. Fernando raises his hand to comment on the birds of San Juan, where he is from, and Mrs. Arbenz reminds him that they are talking about birds, not cities.

How do the rules and routines of classroom participation, conversation, and interaction affect (both positively and negatively) opportunities to learn?

Does the teacher use students' unique preferences, identities, and backgrounds to create and support opportunities to learn? If yes, how?

How do issues related to the larger educational system (e.g., standardized curricula, class size) affect opportunities for learning?

Any further reflections?

Vignette 2

Mr. Yusuf's high school junior government students are hard at work on their latest class projects. A couple of weeks ago, Saria asked why the bilingual program she participated in since her freshman year was discontinued. Mr. Yusuf changed his original plan to study branches of government to respond to the class's interest in Saria's inquiry.

Currently, to explore Saria's question, the students are divided into five groups of four to study landmark Supreme Court cases relating to education and civil rights. Several students use the computers in the back of the room to research the history of their cases. Others sit at the tables poring over textbooks and library books. Mr. Yusuf moves from group to group, checking students' progress and answering questions. He reminds students to refer to the assignment guidelines and grading rubric that he reviewed at the beginning of class as they plan their projects.

Elante's group has decided to hold a mock trial. Mr. Yusuf suggests that they look back at their notes from the previous unit when the Superior Court judge visited. Alec, Mihn, Olivia, and Joaquin will write a paper and create a PowerPoint presentation for the class. Micah's group has gone to the media lab to check out equipment so that they can make a video for their project. Saria's group chooses to hold a panel discussion about how their case has influenced their own educational opportunities and challenges, and they invite family and community members to share their own educational experiences.

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Any further reflections?

Adapted from National Center for Culturally Responsive Educational Systems. (2005). *Academy 1: Overview of culturally responsive response to intervention models. Module 6: Culturally responsive response to intervention*. Tempe, AZ: Author.